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FOREIGN LANGUAGE PLACEMENT, AUTUMN QUARTER, 1967.

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THIS REPORT, BASED ON TESTS GIVEN TO HIGH SCHOOL SENIORS IN THE SPRING, 1967, DESCRIBES THE SLIGHT CHANGES MADE IN TESTING PROCEDURES AND GIVES TEST AND PLACEMENT RESULTS FOR 2,646 STUDENTS IN FRENCH, GERMAN, SPANISH, AND LATIN. TENTATIVE PLACEMENT IN FRENCH, GERMAN, AND SPANISH WAS BASED ON SCORES OBTAINED ON MODERN LANGUAGE ASSOCIATION READING AND LISTENING COMPREHENSION TESTS, AND ADJUSTMENT TO FINAL PLACEMENT MADE BY MEANS OF DEPARTMENTAL GRAMMAR TESTS. FOR GERMAN, THIS ADJUSTMENT RESULTED IN A HIGH PERCENTAGE OF STUDENTS BEING SET BACK ONE COURSE. FOR LATIN STUDENTS THE COLLEGE ENTRANCE EXAMINATION BOARD TEST WAS REPLACED BY THE EDUCATIONAL TESTING SERVICE TEST. ALL THE TEST RESULTS ARE PRESENTED IN 25 TABLES GIVING PERCENTILE NORMS, MEANS, STANDARD DEVIATIONS, AND TENTATIVE AND FINAL COURSE PLACEMENTS ARRANGED ACCORDING TO THE NUMBER OF YEARS OF HIGH SCHOOL STUDY AND THE LENGTH OF TIME SINCE HIGH SCHOOL STUDY. SEE FL 000 721 FOR A COMPANION DOCUMENT. (RW)

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Foreign Language Placement, Autumn Quarter, 1967

Gary Beanblossom

During Autumn Quarter 1967 In-Person Registration 2,650 students were tested in French (934), Spanish (795), German (517), Latin (400), and Italian (4). The methods of placing students in University courses were essentially those used the previous year. A major change involved the elimination of non-credit placements; all students now receive credit for all courses, irrespective of high school preparation. In certain instances students placing sufficiently high in the sequence of courses are given credit for lower level courses.

During the spring of 1967 a total of 2,862 high school seniors were tested in French, Spanish, German, and Latin. Of these, 908 subsequently entered the University in the fall. Students having three or more years of high school language study were administered the MB version of the MLA reading and listening tests in French, Spanish, and German. Those with less than three years of language study were administered the LB version. For the first time Latin students were tested with the ETS Cooperative Test; tests measuring reading comprehension, vocabulary, and grammar were given. Like the other languages, advanced students took the MB form and intermediates the LB form. A new Departmental German Grammar Test was used and the Departmental French Grammar Test was reduced in length by means of an item analysis in an effort to shorten testing time.

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Since different forms of the MLA were utilized in the spring testing, converted scores, which provide a means of equating scores on the two forms, were reported to advisors. Form L was used exclusively in quarter testing. It should be emphasized that, for the most part, data reported here pertain only to the quarter testing population. Students tested during the spring, who entered the University in the fall, are a decidedly superior group as reflected in their more extensive high school preparation. Spring students were also less likely to have experienced a delay in their language studies; a large proportion, in fact, were taking a language course when the placement tests were given.

A brief description of placement procedures for each language follows:

I. <u>French</u>

Three tests are involved in French placement. A tentative placement is determined by performances on the MLA reading and listening tests. This is converted to a final placement by interpretation of the results of the departmental grammar test.

The reading and listening raw score intervals established for 1966-67 were translated into converted score intervals in order to place students who participated in the spring testing and took the MB form. The grammar test was reduced from 200 items to 116 items and testing time shortened to 35 minutes. Efforts were made to establish cutting points appropriate to the shortened form through the use of percentile comparisons. Tentative placements can be adjusted in either direction through an evaluation of the grammar score, i.e., high grammar achievements result in higher final placements and low grammar achievements result in lower final placements. In a large percentage of cases the tentative and final placements were one and the same. These rules are shown in Table 18.

II. German

German placement also involves a two-stage process. The MLA reading and listening tests are used to determine tentative placements. These placements are then adjusted by reference to scores on the departmental grammar test. As with French, reading and listening raw score intervals established for 1966-67 were translated into converted scores in order to place students participating in spring testing who took the MB form.

The German department constructed a new grammar test with two forms, L and M, consisting of 60 multiple-choice items with a time limit of 20 minutes. Each item consists of a German sentence containing a blank. The student must select the word or phrase below the sentence which completes the item most sensibly and correctly. Both forms were pretested on students enrolled in German courses during the past academic year and converted scores for each form were established through the use of regression techniques. The M form was used during fall quarter testing, though the L form currently is being used.

Grammar scores were used either to reaffirm tentative placements or to lower them by one course. The cutting scores for making these decisions were arrived at through performances of students enrolled in German courses during Spring Quarter 1967. However, this resulted in a very high percentage of students being dropped back one course from their tentative placements, particularly from 102 to 101. In certain cases the German department used its own discretion in moving students forward who obviously were placed too low. Additional testing of students in German courses may be necessary to evaluate more appropriate cutting scores for the grammar test.

III. Latin

The ETS Cooperative Latin Test, Form L, replaced the CEEB, Form KPL1, which had been given since 1963. The present test consists of three separately

timed and scored parts measuring skills in reading, vocabulary, and grammar. The raw score for each part can be translated into a converted score by means of tables supplied by the test publisher. There is also a total converted score. Statistical data have been tabulated for all four converted scores, but only the total converted score is used in placement (see Table 25).

A brief description of the three sections of the Cooperative Latin Test follows:

The reading section is made up of 25 items with 15 minutes working time provided. The subject is asked to select a word or phrase from among five alternatives which best completes a Latin sentence so that it makes a reasonable statement or, is some instances, gives a reasonable answer to a Latin question. Several items require a Latin passage to be read prior to selecting the alternative which correctly completes the statement.

The vocabulary section is 50 items long with ten minutes allowed for completion. The examinee is presented a Latin word or phrase with which he must match an English word or phrase from a set of five choices.

The grammar section consists of a series of English sentences followed by incomplete Latin translations. The examinee is required to complete the Latin sentences by choosing the correct word or phrase from among five possibilities listed below the sentence. This section contains 31 items and is timed for 15 minutes.

IV. Spanish

No changes were made in Spanish placement from the previous year, except that, like the other MLA tests, reading and listening raw score intervals were changed to converted score intervals to facilitate placement of students taking the MB form who were tested in the spring. Spanish placement is solely determined by reading and listening test scores.

V. Explanation of the Tables

Testing results are summarized in the following 25 tables. Tables 1 through 12 contain percentile data for all tests administered in French, Spanish, German, and Latin. These statistics pertain only to students participating in quarter testing. The normative data are categorized in terms of number of years of high school study and length of time since last high school study. The tables not only provide comparisons of achievement for students possessing varying degrees of high school language study as well as comparisons of achievement measured by the length of the delay since the previous period of formal instruction, but comparisons of various combinations of the factors as well.

The numbers in the body of each table represent scores corresponding to various percentiles located at the extreme left and right hand margins of the table. The percentile indicates the percentage of individuals with scores equal to or lower than a specified score in the body of the table. Below each column in the table is a box containing a number. These numbers are frequencies rather than score values, with each number corresponding to the number of students categorized in the column directly above the box. Since the data were computed for all categories in which as few as 30 observations were available, one should be cautious in interpreting some of the results. Extreme percentile scores are especially likely to be subject to distortion. Hence those results which appear wholly inconsistent with the remaining data are primarily a function of the limited number of observations in certain categories.

Tables 13 through 16 present means and standard deviations for the 12 test scores and are similarly categorized in terms of number of years of

high school study and length of delay. Toward the bottom of each table certain miscellaneous categories are included such as individuals with an odd number of high school semesters of foreign language study, those with some college study in a foreign language, as well as those without previous formal instruction in the foreign language in which they were tested. These residual groups were not included in the normative data nor in the subsequent tables describing the actual placement.

Table 17 is comprised of four blocks of 49 cells. Each block corresponds to a specified number of years of high school study in French. Each cell denotes a combination of interval scores on the French reading and listening tests and is lettered. The letter for a given cell is the tentative placement category that this particular combination of reading and listening scores yields. Each cell also has a pair of numbers. The number located in the left half of each cell represents the number of students (obtaining that combination of interval scores) who have had some high school foreign language instruction within the past year. The number in the right half refers to the total number having no high school foreign language instruction within the past year.

Table 18 cross-classifies the lettered tentative placement categories with grammar score intervals to obtain the final course placements found in each cell. Students having various lengths of delay falling in each of the cells are shown as before in Table 17. Tables 20 and 21 categorize the tentative and actual placements, respectively, of German examinees in much the same way as Tables 17 and 18 do for French. Here, however, tentative placement is denoted by the course number rather than a lettered category. Spanish placement data are found in Table 19.

Tables 22, 23, and 24 tabulate the percentages of students assigned to each course for French, Spanish, and German, broken down by years of high school study and length of delay. These three tables also include spring data, unlike the other 22 tables. Table 25 displays Latin placement which was devised by the Classics department. N's and percentages for each placement category are shown for the quarter testing population.

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Table 1

Percentile norms comparing converted scores on the French Reading Test (MLA Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by the number of years of high school French and length of time since last high school study in French

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		172	179	180		169	179	180		177	177	180	99
95		166	175	179		163	173	178		171	177	180	95
90		161	173	178		157	171	177		167	175	179	90
85		157	171	178		154	170	176		164	173	178	85
80		154	169	177		152	167	175		162	172	178	80
75		152	168	176		151	165	175		161	171	177	75
70		151	166	175		148	164	173		159	171	177	70
65		148	165	175		147	163	172		157	169	175	65
60		147	164	173		146	162	172		157	169	175	60
55		146	163	172		145	161	171		155	168	173	55
50		146	161	171		145	158	170		153	168	172	50
45		145	160	170		144	156	169		148	167	172	45
40		144	158	170		143	154	168		147	166	171	40
35		143	155	169		143	153	167		147	166	170	35
30		142	153	167		142	152	166		146	164	169	30
25		142	153	166		141	149	164		145	164	167	25
20		141	149	165		141	148	160		143	161	167	20
15		140	148	163		140	147	159		143	158	165	15
10		139	146	159		139	145	155		141	157	163	10
5		137	144	152		137	144	147		139	155	153	5
1		135	141	143		133	139	143		137	154	137	1
		405	209	112		326	164	52		79	45	60	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 2

Percentile norms comparing converted scores on the French Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		167	178	181		166	181	181		181	178	183	99
95		163	175	179		160	172	175		167	178	181	95
90		159	171	177		157	167	173		163	176	179	90
85		156	167	175		155	165	173		161	175	177	85
80		155	166	173		154	164	171		159	173	176	80
75		154	164	173		153	163	169		159	170	175	75
70		153	163	171		151	161	167		156	169	173	70
65		151	163	170		150	161	167		155	166	172	65
60		150	161	169		150	159	165		154	165	171	60
55		150	160	169		149	159	165		153	164	170	55
50		149	159	167		148	156	165		151	164	169	50
45		148	157	166		147	155	164		151	164	169	45
40		147	155	165		147	154	161		151	163	169	40
35		145	155	165		145	154	160		150	163	167	35
30		145	154	163		144	153	159		149	161	166	30
25		144	151	160		144	151	157		148	157	165	25
20		143	150	159		143	150	157		145	155	164	20
15		142	150	157		142	149	156		145	154	160	15
10		142	148	156		141	147	155		143	151	157	10
5		139	145	150		139	144	149		142	150	151	5
1		137	142	147		136	142	141		138	148	147	1
		405	209	112		326	164	52		79	45	60	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 3

Percentile norms comparing raw scores on the French Departmental Grammar Test (116 items) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		88	98	111		84	97	111		96		111	99
95		80	92	101		76	89	96		88	96	102	95
90		74	89	96		73	86	95		84	95	101	90
85		73	86	95		71	83	91		80	91	96	85
80		71	83	91		69	80	87		76	89	91	80
75		69	80	90		68	77	84		74	88	91	75
70		68	77	88		67	75	83		73	87	90	70
65		67	75	87		66	74	82		71	86	90	65
60		66	74	85		65	73	79		70	81	89	60
55		65	73	83		64	71	78		69	80	87	55
50		64	72	82		64	70	77		68	77	86	50
45		64	71	80		62	69	75		68	75	84	45
40		62	69	78		61	68	74		67	74	82	40
35		61	68	77		60	67	73		66	73	81	35
30		60	67	76		60	66	72		65	72	80	30
25		60	66	74		59	65	70		64	72	79	25
20		58	64	73		57	63	68		61	70	77	20
15		56	63	70		56	61	67		60	67	76	15
10		54	60	68		53	59	61		59	64	72	10
5		51	56	60		50	56	60		54	60	54	5
1		27	38	31		21	18	57		47	53	10	1
		405	209	112		326	164	52		79	45	60	

*Percentile norms were not computed for categories containing fewer than 30 cases

Table 4

Percentile norms comparing converted scores on the Spanish Reading Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		176	185	185		173	183	184		183	185	185	99
95		161	179	184		160	179	182		174	179	184	95
90		158	176	182		158	175	182		171	178	183	90
85		156	174	182		155	172	179		163	178	182	85
80		153	168	179		153	167	177		160	176	182	80
75		152	166	179		152	165	176		156	168	179	75
70		151	165	177		151	163	175		152	168	179	70
65		150	163	176		150	161	174		151	168	179	65
60		149	160	175		149	160	174		149	165	178	60
55		148	159	175		148	158	173		149	165	177	55
50		147	158	174		147	157	172		148	163	175	50
45		147	156	173		147	156	171		147	158	175	45
40		145	156	172		145	155	167		147	158	175	40
35		144	153	168		144	153	166		145	156	172	35
30		144	152	166		144	152	166		145	153	169	30
25		143	151	166		143	151	159		143	151	167	25
20		142	150	160		142	150	153		143	150	165	20
15		141	149	157		141	149	152		142	148	163	15
10		140	148	152		140	148	152		142	148	158	10
5		137	145	151		137	144	145		140	147	157	5
1		132	141	139		132	141	139		137	142	150	1
		380	165	90		334	132	42		46	33	48	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 5

Percentile norms comparing converted scores on the Spanish Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		179	185	187		178	185	187		179	185	187	99
95		161	177	185		160	177	185		175	183	185	95
90		157	172	185		157	171	178		164	175	185	90
85		154	169	181		153	168	175		161	173	182	85
80		151	165	179		151	165	173		159	168	181	80
75		150	164	177		150	164	173		155	164	181	75
70		149	163	173		149	163	172		155	164	179	70
65		149	160	173		147	159	171		151	161	177	65
60		147	159	171		146	159	169		150	160	175	60
55		146	157	171		146	155	169		149	160	172	55
50		145	155	169		145	154	167		147	159	171	50
45		145	154	168		145	154	164		147	154	171	45
40		143	153	165		143	151	163		146	154	168	40
35		143	151	163		143	151	160		146	151	165	35
30		141	150	161		141	150	159		145	151	161	30
25		141	150	160		141	150	154		143	150	161	25
20		140	149	157		140	149	150		141	149	160	20
15		139	147	154		139	147	147		141	147	159	15
10		139	145	149		137	145	146		139	147	154	10
5		136	141	145		136	141	137		139	140	153	5
1		133	137	135		133	139	133		136	137	145	1
		380	165	90		334	132	42		46	33	48	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 6

Percentile norms comparing converted scores on the German Reading Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	One	Two	Three	*Four	*One	Two	Three	*Four	*One	Two	Three	*Four	
99	181	183	178	-	-	183	185	-	-	185	178	-	99
95	178	167	176			164	175			171	177		95
90	167	163	174			158	173			165	176		90
85	166	159	173			156	170			164	175		85
80	153	157	170			154	168			163	173		80
75	153	155	170			151	168			161	171		75
70	151	153	168			149	166			159	170		70
65	151	151	166			149	165			157	168		65
60	150	149	165			148	163			156	168		60
55	149	149	163			148	160			154	167		55
50	148	148	163			147	156			151	165		50
45	147	148	159			146	156			150	163		45
40	146	146	157			145	154			149	163		40
35	146	146	156			145	151			148	161		35
30	145	145	155			144	151			148	158		30
25	143	144	151			143	149			147	157		25
20	141	143	150			141	148			146	157		20
15	140	141	148			140	147			145	156		15
10	139	140	147			139	146			143	151		10
5	133	138	143			138	136			139	148		5
1	129	134	134			131	128			134	140		1
	35	282	111		194	65			88	46			

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 7

Percentile norms comparing converted scores on the German Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	One	Two	Three	*Four	*One	Two	Three	*Four	*One	Two	Three	*Four	
99	175	176	175			176	175			176	173		99
95	172	167	172			161	170			170	172		95
90	168	161	169			156	169			167	171		90
85	158	158	168			153	167			163	169		85
80	155	155	167			150	166			162	168		80
75	153	152	166			149	165			159	167		75
70	148	150	165			148	163			158	166		70
65	148	149	163			147	161			156	165		65
60	146	148	161			147	158			153	163		60
55	146	147	160			146	156			152	163		55
50	146	147	158			145	155			150	162		50
45	143	146	156			145	153			150	161		45
40	141	145	155			143	151			149	159		40
35	141	143	153			142	150			147	157		35
30	141	142	151			141	149			146	156		30
25	139	141	150			140	147			145	155		25
20	139	141	148			140	146			145	155		20
15	139	140	147			139	145			143	151		15
10	138	138	145			138	141			141	150		10
5	136	137	141			137	141			140	146		5
1	135	135	137			134	129			135	143		1
	35	282	111		194	65			88	46			

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 8

Percentile norms comparing converted scores on the German Departmental Grammar Test (Form MC) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Percentile	All Examinees: Years of high school study				Examinees with a delay of one year or more: Years of high school study				Examinees with a delay of less than one year: Years of high school study				Percentile
	One	Two	Three	*Four	*One	Two	Three	*Four	*One	Two	Three	*Four	
99	88	83	101	-	-	83	105	-	-	103	101	-	99
95	83	53	77			48	68			59	86		95
90	53	46	66			44	64			52	77		90
85	48	44	63			41	61			48	68		85
80	39	42	59			39	55			46	63		80
75	37	41	53			37	50			44	57		75
70	35	39	52			35	48			42	53		70
65	33	37	50			35	46			42	52		65
60	32	35	48			33	42			39	52		60
55	30	33	46			33	41			39	52		55
50	30	33	42			32	41			37	50		50
45	28	32	41			30	41			33	48		45
40	26	30	41			30	37			33	44		40
35	26	30	39			28	35			32	42		35
30	24	28	37			28	33			30	39		30
25	22	28	33			26	32			28	39		25
20	21	26	32			26	28			28	37		20
15	21	24	28			24	26			26	32		15
10	13	22	26			22	22			22	28		10
5	11	19	22			17	19			19	28		5
1	8	10	17			6	6			11	26		1
	35	282	111			194	65			88	46		

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 9

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part I, Reading), Form L, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99		75	85	79		69	85					79	99
95		60	79	79		60	72					79	95
90		57	72	75		55	69					79	90
85		54	66	75		54	66					75	85
80		53	66	72		53	66					72	80
75		52	66	69		52	63					66	75
70		52	60	63		51	60					63	70
65		51	60	63		49	57					63	65
60		49	57	63		49	55					63	60
55		49	55	60		49	55					60	55
50		49	54	60		48	54					57	50
45		48	53	57		48	53					55	45
40		47	52	55		47	51					55	40
35		47	51	54		47	51					54	35
30		45	49	54		45	49					54	30
25		45	48	53		42	48					53	25
20		42	48	53		42	48					53	20
15		39	47	51		36	47					51	15
10		36	47	51		36	47					51	10
5		34	42	47		34	45					47	5
1		30	36	36		30	36					36	1
		248	79	50		220	66					40	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 10

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part II, Vocabulary), Form L, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Percentile	All Examinees				Examinees with delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99	-	67	87	82	-	65	79	--	-	-	-	82	99
95		61	70	77		60	67					77	95
90		58	65	67		57	65					65	90
85		56	61	65		55	61					65	85
80		54	60	65		53	61					64	80
75		52	60	62		51	60					62	75
70		51	58	61		51	58					61	70
65		50	58	61		50	57					60	65
60		49	56	60		49	56					60	60
55		49	55	60		49	55					60	55
50		48	55	59		48	55					59	50
45		48	54	59		47	54					57	45
40		47	53	57		47	53					57	40
35		46	51	55		46	52					55	35
30		45	50	53		45	50					54	30
25		45	50	52		44	49					52	25
20		43	49	51		43	49					51	20
15		42	48	50		42	47					50	15
10		40	46	49		40	46					49	10
5		38	44	46		38	44					46	5
1		32	38	45		32	38					45	1
		248	79	50		220	66					40	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 11

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part III, Grammar), Form L, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Percentile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Percentile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99	-	63	83	87	-	59	72	-	-	-	-	87	99
95		55	63	70		54	62					70	95
90		54	60	64		52	60					66	90
85		52	59	63		52	59					63	85
80		52	57	62		51	56					62	80
75		51	55	62		49	54					62	75
70		49	54	60		49	54					60	70
65		48	54	59		47	53					60	65
60		47	52	58		47	52					59	60
55		46	52	58		46	51					58	55
50		45	51	55		45	51					55	50
45		45	51	54		45	49					53	45
40		43	48	52		43	48					52	40
35		43	47	52		43	47					52	35
30		40	47	51		40	47					51	30
25		37	46	49		37	46					49	25
20		37	46	48		37	46					49	20
15		37	45	46		37	43					46	15
10		37	43	45		37	43					46	10
5		37	37	43		37	37					45	5
1		37	37	43		37	37					43	1
		248	79	50		220	66					40	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 12

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Total Score), Form L, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Percentile	All Examinees: Years of high school study				Examinees with a delay of one year or more: Years of high school study				Examinees with a delay of less than one year: Years of high school study				Percentile
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99	--	68	88	82	-	68	73	-	-	-	-	82	99
95		61	71	78		59	71					78	95
90		57	67	72		55	67					73	90
85		54	65	69		53	65					69	85
80		52	62	68		51	61					69	80
75		51	60	66		50	60					66	75
70		50	58	66		49	58					66	70
65		49	57	64		48	57					63	65
60		48	55	62		47	55					62	60
55		47	54	61		47	54					61	55
50		46	54	59		46	54					59	50
45		46	53	57		45	52					57	45
40		44	52	56		44	52					56	40
35		43	51	55		43	51					55	35
30		42	51	54		42	51					54	30
25		42	49	53		42	49					53	25
20		41	48	52		40	48					52	20
15		39	47	52		39	46					52	15
10		38	46	49		38	44					49	10
5		37	41	47		36	41					47	5
1		33	37	41		33	37					41	1
	248		79	50	220		66					40	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 13

Means, standard deviations, and group sizes of French foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French (N=934)*

		MLA, Form LB French Reading		MLA, Form LB French Listening		Departmental French Grammar	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	29	151.4	8.9	150.9	9.2	69.0	10.9
Delay of one year or more	21	148.0	8.7	147.9	7.0	67.1	11.7
Delay of less than one year	8	--	--	--	--	--	--
Two years high school:							
Total group	405	147.4	8.8	149.3	6.9	64.1	10.2
Delay of one year or more	326	146.1	8.0	148.6	6.5	62.9	9.9
Delay of less than one year	79	153.5	10.0	153.2	8.1	69.3	9.5
Three years high school:							
Total group	209	160.1	10.5	158.8	8.6	72.5	12.5
Delay of one year or more	164	158.3	9.9	156.7	7.2	70.7	12.1
Delay of less than one year	45	166.8	6.2	164.3	8.4	78.8	11.9
Four years high school:							
Total group	112	169.3	8.5	166.3	8.9	81.1	14.2
Delay of one year or more	52	167.7	8.7	163.8	8.0	77.6	11.4
Delay of less than one year	60	170.7	8.1	169.5	8.1	84.1	15.7
Other categories:							
1 semester high school	16	153.9	13.2	151.8	13.3	58.8	20.8
3 semesters high school	26	147.2	7.9	150.0	7.6	62.0	15.7
5 semesters high school	58	154.2	10.2	154.5	8.6	67.8	12.0
7 semesters high school	36	166.3	9.7	165.2	8.6	78.8	11.9
Some college	38	165.9	9.4	163.7	9.5	81.4	10.5
No previous schooling	5	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*Scores on reading and listening are converted; scores on grammar are raw.

Table 14

Means, standard deviations, and group sizes of Spanish foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish (N=795)*

		MLA Form LB Spanish Reading		MLA Form LB Spanish Listening	
	N	Mean	S.D.	Mean	S.D.
One year high school:					
Total group	29	148.9	8.8	145.9	10.5
Delay of one year or more	23	148.4	8.4	145.3	9.4
Delay of less than one year	6	--	--	--	--
Two years high school:					
Total group	380	148.5	8.2	146.6	8.4
Delay of one year or more	334	148.2	7.8	146.2	7.9
Delay of less than one year	46	151.0	10.0	150.4	10.3
Three years high school:					
Total group	165	159.4	10.8	157.2	10.7
Delay of one year or more	132	158.8	10.1	156.6	10.5
Delay of less than one year	33	162.4	11.8	159.1	11.3
Four years high school:					
Total group	90	171.2	11.0	167.4	12.9
Delay of one year or more	42	167.5	11.3	163.7	12.9
Delay of less than one year	48	173.6	9.0	170.2	10.8
Other categories:					
1 semester high school	20	149.5	11.0	146.0	13.0
3 semesters high school	15	150.9	8.1	149.2	9.7
5 semesters high school	46	152.2	9.3	150.4	9.0
7 semesters high school	19	165.1	11.1	162.4	11.8
Some college	18	166.4	13.4	162.2	15.2
No previous schooling	13	162.2	14.8	159.2	18.6

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*Both scores are converted.

Table 15

Means, standard deviations, and group sizes of German foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German (N=517)*

		MLA, Form LB German Reading		MLA, Form LB German Listening		Departmental, Form MC German Grammar	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	35	150.2	12.6	147.9	10.7	32.7	17.3
Delay of one year or more	21	149.7	13.1	146.3	10.3	32.9	20.6
Delay of less than one year	14	151.0	11.7	150.4	10.9	32.3	10.2
Two years high school:							
Total group	282	149.7	9.2	148.1	8.9	34.0	12.8
Delay of one year or more	194	148.1	8.4	146.2	7.5	32.7	11.5
Delay of less than one year	88	154.2	9.8	152.4	9.5	37.4	13.4
Three years high school:							
Total group	111	160.1	10.4	157.7	9.7	45.6	17.5
Delay of one year or more	65	157.8	11.4	155.7	10.1	41.9	16.6
Delay of less than one year	46	164.4	9.2	160.5	8.1	51.0	17.8
Four years high school:							
Total group	27	164.3	8.4	160.9	8.3	51.2	13.5
Delay of one year or more	11	165.1	7.8	161.1	8.3	52.0	18.2
Delay of less than one year	16	163.8	8.8	160.8	8.4	50.6	9.6
Other categories:							
1 semester high school	0	--	--	--	--	--	--
3 semesters high school	8	--	--	--	--	--	--
5 semesters high school	28	152.6	8.6	149.7	9.0	36.0	10.2
7 semesters high school	10	166.2	7.6	162.0	6.1	49.4	14.8
Some college	8	--	--	--	--	--	--
No previous schooling	8	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 16

Means, standard deviations, and group sizes of Latin foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin (N=400)*

		ETS Coop, Form L Latin Reading		ETS Coop, Form L Latin Vocabulary		ETS Coop, Form L Latin Grammar		ETS Coop, Form L Latin Total Score	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:									
Total group	9	--	--	--	--	--	--	--	--
Delay of one year or more	7	--	--	--	--	--	--	--	--
Delay of less than one year	2	--	--	--	--	--	--	--	--
Two years high school:									
Total group	248	48.7	7.3	48.3	6.5	46.9	7.6	46.9	7.4
Delay of one year or more	220	48.3	7.3	47.8	6.4	46.4	6.5	46.3	7.0
Delay of less than one year	28	52.6	5.7	51.1	6.7	51.9	7.6	51.7	7.9
Three years high school:									
Total group	79	53.9	9.1	54.1	6.8	52.0	6.4	55.1	8.8
Delay of one year or more	66	53.7	8.5	53.8	7.0	52.0	5.7	54.5	8.3
Delay of less than one year	13	55.2	12.1	55.6	6.1	53.8	7.3	57.9	10.9
Four years high school:									
Total group	50	57.9	9.3	57.6	7.7	55.6	7.5	60.2	9.2
Delay of one year or more	10	58.2	9.7	57.1	8.5	54.0	7.2	59.2	8.4
Delay of less than one year	40	57.9	10.0	57.7	7.1	56.0	7.5	60.4	9.4
Other categories:									
1 semester high school	2	--	--	--	--	--	--	--	--
3 semesters high school	5	--	--	--	--	--	--	--	--
5 semesters high school	4	--	--	--	--	--	--	--	--
7 semesters high school	0	--	--	--	--	--	--	--	--
Some college	2	--	--	--	--	--	--	--	--
No previous schooling	1	--	--	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 17

Tentative placement of French examinees (indicated by letter categories) by number of years of high school French and length of delay, quarter testing, Autumn 1967 (N=755)

Reading Comprehension Scores (Converted)

One Year French

Listening Comprehension Scores (Converted)	Less than one year delay	One year or more delay	128-142	143-152	153-160	161-167	168-171	172-174	175 +
127-136			- - A	- - A	- - B	- - B	- - C	- - C	- - D
137-147			- 3 A	- 8 B	1 - B	- - C	- - C	- - D	- - D
148-157			- 2 B	- 3 B	1 2 C	- 1 C	- - C	- - D	- 1 E
158-164			- - B	1 - C	2 1 C	- - D	- - D	- - E	- - F
165-170			- - C	- - C	1 - D	1 - D	- - E	- - E	- - F
171-173			- - C	- - D	- - D	1 - E	- - E	- - F	- - F
174 +			- - D	- - D	- - E	- - E	- - F	- - F	- - G

Two Years French

128-142	143-152	153-160	161-167	168-171	172-174	175 +
- 4 A	- - A	- - B	- - B	- - C	- - C	- - D
6 79 A	9 63 B	3 4 B	- 1 C	- - C	- - D	- - D
8 31 B	14 87 B	11 25 C	6 7 C	2 2 C	- - D	- - E
- - B	2 4 C	5 5 C	6 3 D	2 3 D	- - E	- - F
- - C	- - C	1 2 D	1 3 D	- 1 E	- - E	1 - F
- - C	- - D	- - D	- - E	- - E	- 1 F	- - F
- - D	- - D	- - E	- - E	- - F	- - F	2 1 G

Three Years French

- - A	- - A	- - B	- - B	- - C	- - C	- - D
- 1 A	- 7 B	- 7 B	- 2 C	- - C	- - D	- - D
2 3 B	1 32 B	6 16 C	4 17 C	1 1 C	2 - D	- 1 E
- - B	- 4 C	2 10 C	5 22 D	5 5 D	- 4 E	- - E
- - C	- 1 C	- 3 D	3 5 D	5 6 E	1 2 E	- 1 F
- - C	- - D	- 1 D	2 - E	1 3 E	- 1 F	- 1 F
- - D	- - D	- - E	- - E	- - F	2 1 F	6 4 G

Four Years French

- - A	- - A	- - B	- - B	- - C	- - C	- - D
1 - A	1 2 B	- - B	- - C	- - C	- - D	- - D
- - B	1 2 B	- 5 C	2 1 C	1 4 C	- - D	- - E
- - B	- - C	1 1 C	2 4 D	3 2 D	- 1 E	- 3 E
- - C	- - C	- - D	6 4 D	4 3 E	7 3 E	4 6 F
- - C	- - D	- 1 D	1 - E	2 2 E	2 2 F	4 2 F
- - D	- - D	- - E	1 - E	- - F	- - F	17 4 G

Table 18

Course placement of French examinees by number of years of high school French and length of delay, quarter testing, Autumn 1967 (N=755)

Less than one year delay / One year or more delay

French Departmental Grammar Scores

Tentative Placement Categories

One Year French

	A	B	C	D	E	F	G
0-56	- - 101	- 2 101	- 1 102	- - 102	- - 103	- - 103	- - 201
57-62	- 1 101	- 6 102	- 2 102	- - 103	- - 103	- - 201	- - 201
63-67	- 1 102	1 1 102	1 - 103	1 - 103	- - 201	- - 201	- - 202
68-74	- 1 102	- 3 103	- - 103	- - 201	- - 201	- - 202	- - 202
75-80	- - 103	- - 103	2 1 201	1 - 201	- - 202	- - 202	- - 222
81-85	- - 103	- 1 201	1 - 201	- - 202	1 - 202	- - 222	- - 222
86-90	- - 201	- - 201	- - 202	- - 202	- - 222	- - 222	- - 222A
91 +	- - 201	- - 202	- - 202	- - 222	- 1 222	- - 222A	- - 222A

Two Years French

	A	B	C	D	E	F	G
0-56	1 25 101	4 32 101	- 3 102	- - 102	- - 103	- - 103	- - 201
57-62	1 25 101	9 51 102	2 12 102	1 - 103	- - 103	- - 201	- - 201
63-67	2 23 102	8 50 102	4 12 103	- 1 103	- - 201	- - 201	- - 202
68-74	2 9 102	13 42 103	12 11 103	4 6 201	- - 201	- 1 202	- - 202
75-80	- 1 103	- 9 103	4 4 201	1 2 201	- - 202	- - 202	- - 222
81-85	- - 103	- 1 201	4 2 201	2 2 202	- 1 202	- - 222	1 - 222
86-90	- - 201	- - 201	- - 202	2 - 202	- - 222	- - 222	- - 222A
91 +	- - 201	- - 202	- - 202	- - 222	- - 222	1 - 222A	1 1 222A

Three Years French

	A	B	C	D	E	F	G
0-56	- - 101	1 3 101	2 1 102	- 3 102	- 1 103	- - 103	- - 201
57-62	- - 101	1 12 102	- 6 102	1 - 103	- - 103	- - 201	- - 201
63-67	- - 102	- 14 102	3 14 103	1 3 103	- - 201	- - 201	- - 202
68-74	- 1 102	1 17 103	4 20 103	3 11 201	3 3 201	- - 202	1 1 202
75-80	- - 103	- 3 103	2 6 201	2 7 201	2 3 202	1 - 202	- 1 222
81-85	- - 103	- - 201	1 2 201	2 8 202	1 4 202	- - 222	- - 222
86-90	- - 201	- - 201	1 2 202	5 4 202	2 3 222	- 1 222	1 - 222A
91 +	- - 201	- - 202	- - 202	1 - 222	1 2 222	1 3 222A	4 2 222A

Four Years French

	A	B	C	D	E	F	G
0-56	1 - 101	2 - 101	- - 102	- - 102	- - 103	- - 103	- - 201
57-62	- - 101	- 3 102	- 1 102	- 2 103	- 1 103	- - 201	- - 201
63-67	- - 102	- - 102	- - 103	- 1 103	- - 201	- - 201	- - 202
68-74	- - 102	- 1 103	- 5 103	1 4 201	1 5 201	2 1 202	- - 202
75-80	- - 103	- - 103	3 3 201	2 3 201	7 1 202	- 1 202	- - 222
81-85	- - 103	- - 201	1 1 201	4 1 202	3 2 202	1 2 222	1 3 222
86-90	- - 201	- - 201	- - 202	4 - 202	3 - 222	3 3 222	3 - 222A
91 +	- - 201	- - 202	- 1 202	- - 222	1 3 222	4 3 222A	13 1 222A

Table 19

Course placement of Spanish examinees by number of years of high school Spanish and length of delay, quarter testing, Autumn 1967 (N=664)

Reading Comprehension Scores (Converted)

Listening Comprehension Scores (Converted) — Less than 1 year delay / 1 year or more delay

One Year Spanish

	128-138	139-146	147-154	155-161	162-167	168-173	174 +
123-137	- 2 101	1 3 101	- - 101	- - 102	- - 102	- - 102	- - 102
138-147	- - 101	2 7 102	1 6 102	- - 102	- - 102	- - 103	- - 103
148-154	- - 101	- - 102	1 - 103	- 1 103	- - 103	- - 201	- - 201
155-160	- - 102	- 1 102	- - 103	- 1 201	- - 201	- - 201	- - 202
161-168	- - 102	- - 102	- 1 103	- - 201	- - 202	- - 202	- - 202
169-175	- - 102	- - 103	- - 201	- - 201	- - 202	- - 203	- 1 203A
176 +	- - 102	- - 103	- - 201	- - 202	- - 202	1 - 203A	- - 203A

Two Years Spanish

	128-138	139-146	147-154	155-161	162-167	168-173	174 +
123-137	- 7 101	2 19 101	- 7 101	- 1 102	- - 102	- - 102	- - 102
138-147	2 22 101	10 104 102	5 55 102	3 8 102	1 - 102	- - 103	- - 103
148-154	- 3 101	4 19 102	4 34 103	1 11 103	- 5 103	- 1 201	- - 201
155-160	- - 102	3 - 102	2 12 103	- 9 201	- - 201	1 1 201	- 1 202
161-168	- - 102	- - 102	1 4 103	2 6 201	- - 202	1 - 202	1 - 202
169-175	- - 102	- - 103	- - 201	- 1 201	1 - 202	- - 203	- - 203A
176 +	- - 102	- - 103	- - 201	- - 202	- - 202	- 2 203A	2 2 203A

Three Years Spanish

	128-138	139-146	147-154	155-161	162-167	168-173	174 +
123-137	- - 101	- - 101	1 1 101	- - 102	- - 102	- - 102	- - 102
138-147	- - 101	1 5 102	3 11 102	- 8 102	- 1 102	- - 103	- - 103
148-154	- 1 101	1 5 102	3 19 103	3 11 103	2 3 103	- - 201	1 1 201
155-160	- - 102	- 2 102	1 6 103	1 11 201	1 3 201	2 1 201	- 1 202
161-168	- - 102	1 - 102	- 2 103	1 7 201	2 10 202	2 3 202	1 1 202
169-175	- - 102	- - 103	- - 201	- 1 201	- 1 202	- 1 203	4 9 203A
176 +	- - 102	- - 103	- - 201	- - 202	- 1 202	- - 203A	2 6 203A

Four Years Spanish

	128-138	139-146	147-154	155-161	162-167	168-173	174 +
123-137	- - 101	- 2 101	- 1 101	- - 102	- - 102	- - 102	- - 102
138-147	- 1 101	- - 102	1 2 102	- 1 102	- - 102	- - 103	- - 103
148-154	- - 101	- - 102	- 2 103	1 1 103	1 - 103	1 1 201	1 1 201
155-160	- - 102	- - 102	- 1 103	2 - 201	- - 201	- 1 201	3 2 202
161-168	- - 102	- - 102	- 1 103	3 - 201	4 2 202	1 1 202	3 2 202
169-175	- - 102	- - 103	- - 201	- - 201	2 3 202	1 5 203	7 6 203A
176 +	- - 102	- - 103	- - 201	- - 202	- - 202	1 - 203A	16 6 203A

Table 20

Tentative course placement of German examinees by number of years of high school German and length of delay, quarter testing, Autumn 1967 (N=455)

Less than 1 year delay / 1 year or more delay

Listening Comprehension Scores (Converted) × Reading Comprehension Scores (Converted)

One Year German

Listening \ Reading	128-142	143-152	153-160	161-167	168-171	172-176	177 +
127-136	- 2 / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101
137-140	2 2 / 101	1 3 / 102	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102
141-146	- 2 / 101	4 6 / 102	- - / 103	- - / 103	- - / 103	- - / 103	- - / 103
147-155	- - / 101	2 2 / 102	1 - / 103	- - / 103	- 1 / 103	- - / 103	- - / 103
156-161	- - / 101	- 1 / 102	- - / 103	1 1 / 103	- - / 103	- - / 103	- - / 103
162-169	- - / 101	- - / 102	1 - / 103	1 - / 103	- - / 103	- - / 103	- - / 103
170 +	- - / 101	- - / 102	- - / 103	- - / 103	- - / 103	- - / 103	1 1 / 203A

Two Years German

Listening \ Reading	128-142	143-152	153-160	161-167	168-171	172-176	177 +
127-136	- 4 / 101	1 5 / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101
137-140	2 15 / 101	2 27 / 102	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102
141-146	4 19 / 101	17 32 / 102	4 7 / 103	- - / 103	- - / 103	- - / 103	- - / 103
147-155	1 3 / 101	14 42 / 102	8 16 / 103	4 3 / 201	- 1 / 201	- - / 201	- - / 201
156-161	- - / 101	3 1 / 102	4 7 / 103	3 3 / 201	2 - / 201	- - / 201	- - / 201
162-169	- - / 101	1 - / 102	3 1 / 103	7 3 / 201	1 2 / 201	1 - / 201	- 1 / 201
170 +	- - / 101	- - / 102	1 - / 103	1 - / 201	1 - / 201	2 - / 201	1 2 / 203A

Three Years German

Listening \ Reading	128-142	143-152	153-160	161-167	168-171	172-176	177 +
127-136	- 1 / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101
137-140	- 1 / 101	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102
141-146	1 2 / 101	1 6 / 102	1 2 / 103	- 1 / 103	- - / 103	- - / 103	- - / 103
147-155	- - / 101	1 .10 / 102	5 8 / 103	3 2 / 201	- 1 / 201	- - / 201	- - / 201
156-161	- - / 101	2 2 / 102	3 2 / 103	3 2 / 201	2 2 / 202	- 3 / 202	- - / 202
162-169	- - / 101	- 1 / 102	2 1 / 103	4 6 / 201	7 6 / 202	4 2 / 203	1 - / 203
170 +	- - / 101	- - / 102	- 1 / 103	- - / 201	- 1 / 202	4 - / 203	2 2 / 203A

Four Years German

Listening \ Reading	128-142	143-152	153-160	161-167	168-171	172-176	177 +
127-136	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101	- - / 101
137-140	- - / 101	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102	- - / 102
141-146	- - / 101	- - / 102	- - / 103	- - / 103	- - / 103	- - / 103	- - / 103
147-155	- - / 101	1 - / 102	3 3 / 103	- - / 201	- - / 201	1 - / 201	- - / 201
156-161	- - / 101	- - / 102	3 1 / 103	1 - / 201	- - / 202	- - / 202	- - / 202
162-169	- - / 101	- - / 102	- - / 103	2 2 / 201	1 4 / 202	1 - / 203	- - / 203
170 +	- - / 101	- - / 102	- - / 103	- - / 201	1 - / 202	1 - / 203	1 1 / 203A

Table 21

Course placement of German examinees by number of years of high school German and length of delay, quarter testing, Autumn 1967 (N=388)

Less than 1 year delay / 1 year or more delay

Tentative Placement Categories

One Year German

Grammar Test Results	102	103	201	202	203	203A
High	- 1 / 102	- 2 / 103				- 1 / 203A
Low	8 9 / 101	4 1 / 102				1 - / 103

Two Years German

Grammar Test Results	102	103	201	202	203	203A
High	6 5 / 102	1 - / 103	5 2 / 201			1 2 / 203A
Low	31 97 / 101	19 31 / 102	17 11 / 103			- - / 201

Three Years German

Grammar Test Results	102	103	201	202	203	203A
High	1 4 / 102	3 1 / 103	4 4 / 201	- 3 / 202	3 1 / 203	2 - / 203A
Low	4 18 / 101	8 11 / 102	9 7 / 103	6 10 / 201	5 1 / 202	- 1 / 203

Four Years German

Grammar Test Results	102	103	201	202	203	203A
High	2 - / 102	1 - / 103	2 1 / 201	1 1 / 202	- - / 203	- 1 / 203A
Low	- - / 101	5 4 / 102	1 2 / 103	1 2 / 201	1 - / 202	2 - / 203

High and low converted grammar scores for each tentative placement are shown below:

	101	102	103	201	202	203	203A
High		54+	59+	63+	75+	84+	87+
Low		0-53	0-58	0-62	0-74	0-83	0-86

Table 22

Percentages of French examinees initially assigned to each course level by number of years of high school French and length of delay, Autumn Quarter 1967 (N=1085)*

One Year French

	Less than one year delay	More than one year delay
101	--	13.0%
102	9.1%	52.2
103	18.2	13.0
201	63.6	17.4
202	9.1	--
222	--	4.3
222A	--	--
N	11	23

Two Years French

	Less than one year delay	More than one year delay
101	4.7%	24.6%
102	27.1	43.0
103	37.2	24.3
201	17.8	5.4
202	7.0	1.9
222	4.7	--
222A	1.6	0.8
N	129	370

Three Years French

	Less than one year delay	More than one year delay
101	1.1%	1.0%
102	5.6	21.7
103	18.9	36.9
201	25.6	20.2
202	25.6	11.3
222	14.4	4.4
222A	8.9	3.4
N	90	203

Four Years French

	Less than one year delay	More than one year delay
101	1.7%	--
102	0.6	8.9%
103	5.0	22.8
201	13.3	25.3
202	20.6	17.7
222	18.9	16.5
222A	40.0	8.9
N	180	79

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during quarter testing.

Table 23

Percentages of Spanish examinees initially assigned to each course level by number of years of high school Spanish and length of delay, Autumn Quarter 1967 (N=911)*

One Year Spanish

Less than one year delay		More than one year delay
101	25.0%	19.2%
102	50.0	57.7
103	12.5	11.5
201	--	3.8
202	--	--
203	--	--
203A	12.5	7.7
N	8	26

Two Years Spanish

Less than one year delay		More than one year delay
101	4.5%	17.8%
102	44.3	56.3
103	28.4	19.1
201	12.5	5.2
202	6.8	0.5
203	--	--
203A	3.4	1.1
N	88	366

Three Years Spanish

Less than one year delay		More than one year delay
101	3.9%	1.9%
102	13.7	24.5
103	23.5	31.4
201	21.6	20.1
202	15.7	11.9
203	--	0.6
203A	21.6	9.4
N	51	159

Four Years Spanish

Less than one year delay		More than one year delay
101	--	7.5%
102	2.1%	11.9
103	6.2	10.4
201	13.7	10.4
202	24.0	23.9
203	2.7	11.9
203A	51.4	23.9
N	146	67

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during quarter testing.

Table 24

Percentages of German examinees initially assigned to each course level by number of years of high school German and length of delay, Autumn Quarter 1967 (N=643)*

One Year German

Less than one year delay		More than one year delay
101	62.5%	77.3%
102	20.8	9.1
103	4.2	9.1
203A	12.5	4.5
N	24	22

Two Years German

Less than one year delay		More than one year delay
101	43.0%	73.6%
102	24.6	18.8
103	19.7	5.8
201	11.3	1.0
203A	1.4	1.0
N	142	208

Three Years German

Less than one year delay		More than one year delay
101	10.2%	35.3%
102	24.5	23.5
103	21.4	11.8
201	19.4	17.6
202	10.2	4.7
203	10.2	5.9
203A	4.1	1.2
N	98	85

Four Years German

Less than one year delay		More than one year delay
101	2.2%	5.6%
102	21.7	50.0
103	21.7	11.1
201	15.2	22.2
202	23.9	5.6
203	10.9	--
203A	4.3	5.6
N	46	18

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during quarter testing.

Table 25

Course placement of Latin examinees tested during quarter testing, Autumn 1967 (N=397)

ETS Coop, Form L Total Score	High School Preparation	Placement	N	%
76+	Non-Applicable	Exempt	4	1.0
69-75	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	0	--
	4-6 Semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	7	1.8
	7-8 Semesters	Latin 203 (Spring)	7	1.8
58-68	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	0	--
	4-6 Semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	38	9.6
	7-8 Semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	17	4.3
Below 58	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	16	4.0
	4-8 Semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	308	77.6